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A CHRISTMAS CAROL

There's a song in the air!
There's a star in the sky!
There's a mother's deep prayer
And a baby's low cry!
And the star rains its fire while the Beautiful sing,
For the manger of Bethlehem cradles a king.

There's a tumult of joy
O'er the wonderful birth,
For the virgin's sweet boy
Is the Lord of the earth.
Ay! the star rains its fire and the Beautiful sing,
For the manger of Bethlehem cradles a king!

In the light of that star
Lie the ages impearled;
And that song from afar
Has swept over the world.
Every hearth is aflame, and the Beautiful sing
In the homes of the nation that Jesus is king.

We rejoice in the light,
And we echo the song
That comes down through the night
From the heavenly throng.
Ay! we shout to the lovely evangel they bring,
And we greet in his cradle our Saviour and King!

J. G. Holland

Editorial.

The NEWS wishes for each of its readers the Merriest of Merry Christmases and the Happiest of Happy New Years. And whether you hang up your Christmas stocking amid the orange groves of sunny California or in the snow-bound reaches of good old New England, you may join in the chorus of "God bless us every one."

The Fivefoot book shelf was for a time the all important subject for conversation among educational folk. Other men and women looming large on the literary horizon have revised Dr. Eliot's list until we have the proper length of shelf given variously from 36 inches to 6 feet. Now comes another important subject for discussion. An enterprising college professor has propounded 20 questions, declaring that the man who can answer correctly half of them may consider himself educated. But no sooner have we catalogued ourselves and settled down contentedly in the educated class, or purchased a set of encyclopedias, that we may gain place with the elect, than along comes another prophet with a modified list of questions and we find we must get our education all over again.

Think of including such questions as the following in a list of 20: Who was Ali Baba? What is a clevis? Who said "Once more unto the breach, dear friends, once more?" Who was Mommsen? Who is president of the Lake Shore Railroad? What is the fourth city in the United States in size? Substitutes as suggested by one authority are, "Where is Novibazar? Rice Institute? Friday Harbor? Who was the first native born Governor of Minnesota? What is the largest Gulf in the world?"

How long, Oh, Lord, how long! Shades of the departed real educators from Plato to Parker. When will the "near educators" cease to hold the attention of university club members, improvement organizations and child study clinics? When will it be generally understood that during the time the individual is pounding his brains to find out who Ali Baba was, he is cheating himself of the possibility of gaining some real knowledge. Before the seeker after truth is many years older the fourth city in the United States may have

pushed forward to second place or have dwindled to the sixth. Friday Harbor will lie peacefully moored, well—just where it happens to be now, for the next century or two, or three, and while he is trying to locate it, he could learn something of the commercial significance of the harbor of his “home town” or nearest port. The president of the Lake Shore Railroad has probably been superseded by his understudy before the questions propounded by the professor are in print. And to know the name of the largest gulf in the world, without being able to hitch the detailed bit of information to something vital is to have added not one whit to the sum total of real knowledge of the individual. It is a fairly safe bet that anyone who presents such a list as the one suggested has seen to it that at the moment at least, he can reply satisfactorily to his own questions.

Let these same people tell us that cause and consequence should be linked together in the thinking of the individual, if he is to consider himself educated; that he who is educated must have a broad general knowledge of many things to be sure, but must be master of some page in the book of world activities; that he must know how to separate the wheat from the chaff and focus upon the “big things”; that he must have an appreciation of relative values and give proper emphasis where it belongs; that he must be able to concentrate on the thing in hand to the exclusion of all else and regardless of environing conditions; that he must have poise and balance and vision and personality; that certain questions of vital and far reaching importance to the leading citizens of Kennebunk, Maine, may enter very little into the real education of the resident of Dallas, Texas, or Petaluma, or Pittsburg; that courses of study are only means to ends and that in education, the husk is often mistaken for the kernel. Try again, brother, and give us some real questions.

At the age of fifty-eight, a man who, after attending high school for three years, from 1869 to 1871 and who had been compelled to leave before graduation, was, not long since, granted a diploma from the State High School, Columbus, Ohio. Why not? This man deserves great credit for the ambition and spirit displayed. And there are connected with the State High School

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GRADUATION AT 58

men and women open minded and progressive. The candidate, in the eyes of many school people, would have been too old, or the work of his first three years in high school have been forgotten, or an unhappy precedent would have been set. We are beginning to learn that the schools exist for the people.

At the present rate of decline in the physical capacities of children, as indicated by the utterances of some of our child study experts and health supervision people, there will soon be no normal children. Indeed, we are almost forced to the conclusion that we are all abnormal and wonder where we shall place the experts. There can be no ground for contention that scientific study of the subject has opened up a deplorable situation in our schools. Weak-eyed children are bending over low desks in poorly lighted rooms, making eyes weaker and curving spines or stooping shoulders. Boys and girls with hearing impaired are called lazy or dull or difficult to manage. There are mouth breathing and poorly nourished and belligerent children who, touched by the magic of the health and development expert and school nurse are changed in a day into normal boys and girls, capable of making real progress in school.

At a recent national meeting of educators, an authority on the subject made the statement that over 90% of school children were physically abnormal. Said another expert to the writer, as we sat together in the audience,—“It does the cause no good to make such wild statements.” Another high authority classes practically all of the pupils as “unusual”; they are nervous, precocious, over-sensitive. They stutter and lisp and are babyish and passive and negative. Why not go a step farther. Close investigation will show them to be cross-eyed and pigeon toed. They hold their heads sidewise. They swing their arms when they walk or hold them too close to the side. They frown and giggle and squint, and their hair is rumpled. They are tall and short and stout and thin and have teeth, some under and some over size. And what are we going to do about it?

If some of our experts have their way there will be no *unusual* children. When this time comes we shall all indeed be *abnormal* instead of the 90%, because personality will be eliminated. Of course, chil-

dren are different. The purpose of education is not so to train pupils that every room full will be cast in the same mould, thus simplifying the task of the teacher. Physical supervision we need and more of it. The health and development expert has just begun his work. The school nurse is one of the greatest factors in education in the school and home. But the development of sound bodies and clean minds through proper food, and more improved sanitary conditions, better lighted and heated and ventilated rooms, and the removal of such physical defects as produce abnormals and defectives should be the aim. We shall always have children differing in temperament and disposition and capacity. Development ceases where uniformity begins.

The *London News* of Oct. 13th tells of a child of nine years who attends a school where no home lessons are given and who reads or plays in the evening and who retires early. "The
HOME child is the picture of health, alert, and learns easily."
STUDY Another child of like age gained a scholarship and comes
NIGHTMARE home each evening dragging a heavy load of books and
pores over them each night until he goes to sleep in his
chair. The *News* goes on to say that this child is nervous, has headaches, and is generally in a poor physical condition.

Even English schools are breaking away from tradition. Indeed the English know that proper exercise and rest are essential to young children. One does not have to go far with us to find third and fourth grade infants trudging homeward with arms full of books, talking soberly of home work and examinations and promotions. Of the many educational crimes of which we are still guilty in many quarters, and regardless of law enactments or school board rulings, the least is not that of allowing or encouraging home work for young children. With the advance of industrial training and household economics, there need be no question of the employment of the leisure hour. Ample time should be allowed the primary pupils at school for the preparation of book lessons. Health and happiness are the birthright of every child and these he cannot have if the nightmare of examinations and promotions call for home study of book lessons.

ARTHUR H. CHAMBERLAIN.

It will not be doubted that the majority of educators today would say that the principal aim and purpose of education is to make citizens whatever other minor and secondary aims there might be. We shall assume that everyone knows what is meant by the expression, "Training for citizenship" and pass on to consider at least one suggestion as to how ideas of good citizenship may be instilled into the young mind during school life.

Children are as much citizens as their elders. They differ in degree, not in kind. But those duties which citizenship in the state involves are no less the duties of the child in the home and in the school. The principles underlying the body of laws governing the home and the school are the same as those that underlie the body of laws governing the state. The higher power is a protective power which the lower must obey if protection is to protect. The higher power has duties, the lower has obligations—the obedience to that law or set of laws which the higher sees fit to enforce.

It should then be the first duty of the school if we are to accord with the present day idea in education that the individual must be free to develop as his environment demands, to bring the boy and the girl into closer touch with the community life around them.

As an aid to the solution of this vexed problem the daily press offers material that is by no means as much appreciated and used as it might be. If the press means anything in the community it must reflect the life of that community. Right here comes in another problem, that of training the student to cull the essential from the non-essential and so make his own text in citizenship. By this method he should learn to view questions with an open mind and to act only after all the evidence is in. Training of this kind will go a long way towards realizing that ideal of citizenship which President Butler of Columbia University has so admirably expressed in the following: "He who truly understands the meaning of liberty and the meaning of law, and the relation of the one to the other, is ready to face his full duty as an American citizen."

FREDERICK G. WAIDE.

COUNTY BOARDS OF EDUCATION

G. I. JOHNSTONE

Supervising Principal, Colton, Cal.

THE county board of education seems to be an outgrowth of the county system of government of the old southern colonies.

The New England States built on a different plan and no county board is found in any one of them and a county superintendent in only one, Vermont. West of the Appalachian Mountains there is much diversity since these states were founded on a combination of the county and township systems. In all, twenty-seven states have some form of county board while no such board exists in twenty-one states. Of these twenty-one states, sixteen have some form of county supervision of schools. Also, in those states that have the county boards, there is but little uniformity in the functions of such boards.

Furthermore, the county board seems to be losing in popularity. At least some boards that exist to perform functions that do not belong to such bodies are being discontinued. There have been four recent changes. Three states abolished the county boards:—Missouri, which had a board primarily for the examination of teachers; Utah, which had a board with general functions; and West Virginia, which had a board to adopt text books. In only one state, Washington, has a county board been made a part of the educational administrative system. This is a board entirely under the control of the county superintendent and having general functions.

Thus the tendency seems to be away from the county board, but I feel that there is a real and vital need for a county board of lay members having extensive powers and duties. The schools are for the benefit of the people and should always respond to the changing needs of the community. There is a strong influence at work in this country tending toward the centralization of school administration in the hands of specialists. This will result in much greater efficiency and better schools, but it will build a system that will be less flexible. While getting the greater efficiency of expert state and national advice and supervision, we must make certain that the people keep pace with the change that the schools serve the children to the fullest extent.

One progressive school man said, in substance, that the specialist must have the approval of the intelligent minority at least, if his efforts are to produce a lasting benefit to the schools. This is the keynote

of my plea for a lay board of education for the county. Such lay board would be in an official position so as to work in conjunction with the boards of district trustees and stimulate interest in education. Also, I feel that the acts of the specialists in the state office should have the approval and co-operation of the county boards and the district boards before they become effective in the working out of the educational problems within the county.

That there is need for a larger lay influence in our school system is indicated by the introduction of new features by such influence. The organization of vacation schools, school gardens, school playgrounds, vocational guidance, etc., by civic bodies and the later taking over of these by the school authorities, shows what the intelligent minority can accomplish. It seems to me that a centralized state system in the control of specialists to secure greater efficiency and uniformity and a strong lay influence within the county and district will build the best educational system for our state. A lay county board with extensive power would be a step in that direction.

My ideal County Board of Education shall consist of five or seven members who shall serve from three to five years and shall be appointed by the district trustees or elected by popular vote at the school election. Its powers and duties shall be to have supervision over the schools of the county; to select the county superintendent and to appoint additional supervisors and clerks to assist the county superintendent; to advise with the county superintendent in prescribing a course of study for the schools of the county; to approve the budget of expenses for each school and to make the tax levy for school purposes within the county; to grant diplomas to graduates of the eighth grade; and to assist in the holding of the various educational meetings and institutes.

Since the county superintendent, when elected, is usually the last candidate to be selected and the one receiving least consideration at the hands of the nominating party, I feel that the members of the county board as well as the county superintendent, should be selected in some more efficient manner. This may be accomplished in either of two methods. Personally, I prefer to have the county board appointed by the district trustees. Each county should have an annual

meeting of district trustees, one trustee from each district, somewhat after the plan in Pennsylvania, and this convention could select the county board. Thus the county board would be, in a way, a standing committee of the district trustees and this would insure a close relationship between the county and district boards. The second method that might prove just as effective is to elect the members by popular vote at the school election. Either method would tend to sever political and educational systems.

The present methods are quite different. The board is appointed in twenty states, holds office ex-officio in four, and is elected by the people in only three. In a majority of the states the board is subordinate to the county superintendent, appointed by him directly in seven. The board is appointed by the district trustees in but two states, Alabama and South Dakota. But the fact that a majority do so or so is no reason that we should continue to do so. We must progress. The county board should be a lay board and such a body should appoint the superintendent, not the superintendent appoint the board as at present. The directors of a business should select the executive officers of the corporation. The school corporations should be placed on a more efficient business basis.

The term of service and the number of members on the county board must depend somewhat on local conditions. The term should not be so long that the board may not change with changing conditions, yet it should be long enough to secure stability. It will be affected by annual or semi-annual method of appointment or election and should be adjustable with the number of members on the board.

At present one of the main functions of the county board is the certification of teachers. But it seems to me that this belongs entirely to the county superintendent and the state board and possibly with the universities and normal schools. Since the schools certify to the educational qualifications, only, and since the good results attributed to formal discipline have been shown to depend, not upon the discipline of the subject matter, but upon the personality of the teacher, the county superintendent justly insists on a part in the certification of teachers that he may pass on their personality. But this is a subject for specialists and not for the lay county board.

At present the county board selects the county superintendent in but four states, Georgia, Indiana, Louisiana and North Dakota. The fact that North Dakota is in the list assumes added significance when considered in connection with the quotation from the state superintendent of that state given at the end of this paper. The county superintendent should be a specialist and not a politician. The county board can best select such specialist just as the district board selects a teacher or the directors of a corporation select a manager. Also, the selection of assistants to the county superintendents should devolve upon the county board and not upon the county commissioners as is so prevalent now. Educational affairs should be placed upon a business like educational basis.

In the preparation of the course of study for the county there seems to be a real need for a lay board. With the expansion of the course and the introduction of new subjects and in the wider use of the school plant that is being so extensively agitated, there seems to be a need for some point of contact between the expert supervision of the state office and the people for whom these changes are being brought about. It seems to me that the logical point of contact is with the county board and the boards of district trustees. The state superintendent can only prescribe a minimum course of study and indicate the work in a general way. The local officers will add to this and fill in the details. Of course the actual work of making out the course will devolve upon the superintendent and the teaching force but the approval of a lay county board should be secured.

At present about 60% of the expenses of the public schools is raised by local taxation, district and county. In many states the county tax is levied by the board of supervisors who are, sometimes at least, more interested in good roads than in education. A lay county board would guard the interests of the people in not making the levy excessive and at the same time would insure the levying of the school tax by an interested board. There is the objection that the tax levy should be made by one party. But recent legislation, in several states, has made the levying of the school tax by the board of supervisors a perfunctory matter, the actual levy being made by the school authorities. Giving this power to the county board would be placing the

responsibility for the educational tax on an educational board directly and not indirectly, as seems to be the tendency at present. This would also open the way for the adoption of the budget system for the country schools and thus lead to a much more effective method of spending the money in these districts.

That the granting of diplomas to graduates of the eighth grade by the county board will be very beneficial seems evident. The preparation of these diplomas twice a year, or once a year if graduation from the eighth grade is made but once a year, will serve to interest the lay members in the youth of the county. It will also act as an incentive to keep the pupils in school until the eight grades have been completed. The presentation of the diplomas by the county board, the county superintendent cannot present all of them, will offer an opportunity for them to interest the people in the work they are trying to accomplish.

And this leads to the last duty enumerated, e. g., to assist in the holding of the various educational meetings and institutes. With the taking over of the supervision of the work of the social centers, evening recreation centers, public lectures and entertainments, etc., by the school authorities there seems to be a large field for the lay board. The co-operation of the lay members of the county board in the holding of the county institutes would be productive of much good. At present the teachers see the schools almost entirely from the professional viewpoint. One of the most helpful talks that I have heard at institutes was given by a layman, a business man of prominence in the county in which the institute was held. Also, the board should concern itself with other educational meetings. An educational evening with a lodge or with a civic body would offer opportunity for the discussion of school problems. We need agitation, of the right kind of course, on school matters. The interested minority must keep alive a sympathetic interest in the progressive school measures. It is so easy to be satisfied with things as they are.

There will be a meeting of the California Council of Education in Los Angeles on Saturday, Dec. 13. Important reports are to be presented and a full attendance is expected.

METHODS OF DEVELOPING A SENSE OF RESPONSIBILITY IN PUPILS*

A. J. CLOUD

Deputy Supt. of Schools, San Francisco, Cal.

WE establish early the fact that the word "responsibility" implies community interest. It implies the displacement of the instinct of selfish individualism by the concept of "the happiness of the greatest number." This concept is developed partly through brain cultivation, but chiefly through soul-strengthening. It is the function of the school so to educate boys and girls that when they become men and women they will have virtues that will stand strains. Let them go forth, rejoicing in physical fitness and mental power, but rejoicing even more in that strength of spirit which makes men and women instinctive champions of the right.

I should therefore declare that moral teaching underlies all other methods in developing a sense of responsibility in pupils. In fact, a sense of responsibility can be no otherwise treated than as an arc of the circle of the ethical universe. The best school doctrine of our day leans to the belief that moral teaching is more likely to succeed when undertaken *indirectly*, than when given *directly*. From the earliest grades to the highest classes, lofty ideals of conduct may be instilled through story-telling and ethical reading, and through study of the masterpieces of literature, while training in music, drawing and folk-dancing has a tendency to cultivate in the child a love of the beautiful which makes for his moral unfolding. Again, nature, as Wordsworth claims, is a moral teacher. If we do live in a utilitarian period, calling stridently for studies that bear closely on the child's future vocational career, we must all the more stand fixedly for those elements that make for idealism in the curriculum. We should never forget that "What goes in as knowledge must in some way come out as action." It is through moral training that a consciousness of responsibility is primarily to be developed. Once that the youth has located himself by the bearings of good principles, he will act in such fashion as to be of credit both to himself and to the society of which he is a part.

*Portions of Address, N. E. A., Salt Lake City, before National Council of Teachers of English.

But moral teaching, as in all other kinds of instruction, needs to be supplemented by practice.

I refer to the definite burdening of the pupil with the assigned duty that thereby he or she may learn to assume the responsibility of the burden.

First of all stress is to be laid on the inculcating of this virtue through insistence that the pupil prepare the daily lessons. Use the motive of interest and play-instinct wherever they properly can be used, but don't make the studies soft for softness' sake. Remember that the school is life, and life is not always soft.

We should no longer desire, however, to impose school-law on the pupil on the basis of *authority alone*. Rather should we appeal to boys and girls on the basis of efficiency and reason. I was told recently by a principal of one of our rural grade schools how he formed the upper class boys and girls into a committee to prevent the younger pupils from defacing the school buildings of which he had charge. Though these very ones so appointed had theretofore been the chief offenders, they now became admirable defenders. Such an experiment in practical responsibility has often succeeded where all other means had failed.

In following the suggestions of appeal to reason, it has been found that a good mode of procedure is to develop a sense of ownership in each pupil. "Those who have felt the joy of possessing the well-earned fruits of toil are least liable to rob others of them." (Hall.) Here is a notable opportunity for co-operating between home and school. By giving the boy or girl things that he may feel his own; whether rabbits, chickens or goats, parent and teacher will assist to develop in the child a respect for school property, and an active appreciation of the value of the school to the individual and to society, that will quicken his sense of responsibility as hardly any other one thing will do. I use the concrete illustration of pets advisedly, having in mind a recent experience in the city of San Francisco when we held a "Junior Exposition", as it was termed. This was a grand exhibit of whatever a boy or girl could make or do, or held in ownership. If you had been present to see the care which the Juniors took of the hundreds of entries under the heading of pets and collections, I

am sure you would have cordially assented to this doctrine—that one of the best practical methods of developing a sense of responsibility in pupils is to give them some thing to own.

Another way by which to develop in the youth a regard for law through his carrying of the burden, is to permit all the freedom possible to one of immature years in the carrying out of those by-products of education that we commonly call "school activities". I shall speak in a moment of student self-government, but first will deal in this connection with class-room methods, especially as related to certain parts of the English work. Oral English lends itself well to this method. A very successful scheme that many have tried in oral expression courses is that of having members of the class act as judges and critics of debates and other exercises. Not only do those judging and criticizing feel their own responsibility and almost universally prove fair and helpful in spirit, if well taught, but those who have participated in the work criticized or judged are keenly moved by the public opinion that thus is conveyed to them, and their own sense of responsibility is strengthened thereby. The whole atmosphere of such a class room makes for character building.

In a somewhat similar direction, I have been interested in reading of the so-called "Morning Exercise" plan of the Francis W. Parker School of Chicago. There every forenoon are brought together all classes in assembly, and pupils in turn take part in the program—addressing their fellows, presenting plays or producing music, etc. The effect of such participation upon the individual has been thus described: "he unconsciously rises to a higher consciousness of himself and his responsibilities."

To speak now of the living-forms of self-governing student-bodies, I may say that these are many and various as the flowers of California. The underlying object of such a devise is, however, clear. Its danger with immature pupils lies in lack of regulation. In our state several successful organizations of this general character exist in high schools and universities. At the University of California, for several years past, the associated students organization has handled all cases of student discipline, and far more effectively than had ever proved possible under the old regime of faculty police service. A similar

system has been recently instituted at Stanford University and promises equal success. In Los Angeles, Oakland, Berkeley and San Francisco the high school student associations do important work and perform valuable services to the schools. For example, in Berkeley, I have attended high school musical concerts held at the high school at the noon hour under the auspices of the student organization, which were attended by well behaved bodies of several hundred. In these various cities these organizations conduct cafeterias taking in yearly amounts aggregating tens of thousands of dollars. Team work—school loyalty—patriotism. I am, however, strongly of the belief that all such associations must be directed by older and wiser heads and that the throttle be not thrown wide open as the machine turns down the grade.

There are many matters at high school age, with which students cannot deal intelligently without good counsel and guidance. Such are the different evils of the fraternity situation, and many of the aggravated problems that arise from interschool competition in athletics, debating, etc. Wisely regulated, student self-government should produce a company of young citizens who, as they become more active, participants in the affairs of our complex modern civilization, should be accustomed to regard law as a rule to be not only obeyed but enforced,—and this because responsibility has been thrust upon them and they have learned to obey first, that they might command afterward.

ILLUSTRATIVE MATERIAL IN DOMESTIC SCIENCE

ELLEN M. BARTLETT

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IN several recent numbers of the SIERRA NEWS there have been articles on the use of illustrative material in school work. I have always been a believer in the educational value of concrete illustrations. They seem to make more impression on the young mind than the printed page of the text book, or the explanations of the teacher.

Even now, I see, in my mind's eye, the educational pictures of my own kindergarten days, and still recall with profit the natural history "specimens" of my best high school teacher. So, remembering

this, I have tried to make my own teaching concrete and have used all the illustrative material that I could lay my hands on.

Home Economics is a subject that is rich in such material, and it is surprising how much may be gathered together by a teacher who knows what she can use, and goes after it. When you come to think of it, you see that there is a large field to draw from.

I take it that every thing that touches home life is of interest to the student of Home Economics, and the home is affected by all sorts of things.

Much may be gathered to make the study of foods more interesting and vital: Wall charts prepared by the United States Department of Agriculture showing the composition of foods; meat charts gotten up by colleges, food exhibits given by manufacturers and distributors, besides the many odds and ends that the teacher herself and her class can prepare. The domestic art teacher can make interesting collections of textiles, and can get much that is picturesque to illustrate the history of costume.

The study of shelter may be illustrated by pictures of all kinds; pictures showing modest homes that are models of convenience and good sanitation, or have well considered color schemes. Children may be interested in the homes of other times and other climes, and pictures of these may be collected.

All of the twenty-six Domestic Science laboratories of the elementary schools of San Francisco have some bits of illustrative material. These collections are growing, receiving presents occasionally from manufacturers and others. The most interesting collection is at present at the Mission Grammar School. It has cost the school department nothing, most of its treasures having been given either to the school or to the Home Economics Supervisor. Miss Congdon, the teacher in charge of the Mission laboratory, is an enthusiast, and inspired by her, her pupils have spent many after-school hours mounting and studying the exhibits.

Our exhibits are of three kinds. First, charts and pictures that we have placed on the walls; second, specimens showing food production and manufacture; third, collections of mounted and classified pictures. Some of the charts are from the Department of Agriculture. Others are pen and ink enlargements of illustrations from Government

bulletins. Hershey's Chocolate Factory has given us a series of pictures illustrating the harvesting and curing of the cocoa bean. A Middle Western milling company has sent us a picture of a Gargantuan grain of wheat showing bran coats, etc., also a large diagram of a simplified flour mill. We have Perry pictures of spice plants, etc.

The visitor will note that these charts and pictures are all hung straight, that they have a clean and thrifty look, that they are not fly specked and do not curl up at the corners. Some of them have been covered with glass and framed by an amateur lady carpenter, and the others have been reinforced in the back and tacked down very carefully.

Our food product museum partly fills some cabinets on one side of the room. We are strong on cereals and milling, having received exhibits from several mills. Sperry Flour Mills have given us an interesting and expensive collection of cereals and cereal products. This is really beautifully gotten up, and the children are interested in finding out what buck wheat looks like before it is ground, and are astonished to find that hominy is made of corn. The Globe Grain and Milling Company of San Francisco, and the Washburn-Crosby Flour Company of Minneapolis, each have put up an interesting exhibit showing the milling of wheat. The children are also interested in the specimens that they have collected and mounted themselves. There is, for instance, the little bottle of hard Turkey red wheat from Kansas, which they are told to compare with the softer and lighter colored wheat from California. Then there are squares of discarded bolting cloth, from a friendly milling company, and the score card used by it to grade the carloads of wheat it receives. We have also balloon like balls of baked gluten that explains, as nothing else does, why wheat flour is best for bread making. We have illustrated booklets donated by enterprising firms, "The Story of Bread" from the International Harvester Company, and "The Modern Mill" by the Hecker Mills of New York. Another exhibit in this cabinet is a series of eighteen bottles from the Corn Products Refining Company, New York. The bottles contain corn products, not meals; among these are the various kinds of starches and dextrans, also glucose, politely called corn syrup, and paragol, that substitute for rubber,

explaining the transitory nature of overshoes and automobile tires.

In another cabinet we have specimens of whole spices, coffees and teas; also cocoa exhibits from several firms, and a real cocoa pod that the supervisor got in Central America. Tall narrow olive bottles with a dozen different kinds of beans placed in layers, and neatly labeled, enable the girls to answer that immortal question: "Do you know beans?" Other food specimens are collected and arranged in the same manner. The Western Meat Company has put up for us in bottles a number of different kinds of fats and oils, and given us explanations of their manufacture and use.

Besides the things that I have mentioned, and others of the same kind, we have some good collections of pictures. These have been cut out, classified and mounted on heavy paper—halves of manila folders having been used. We have a series of pictures on table setting, pleasant dining rooms, convenient kitchens, labor saving devices for home use, markets in many lands, etc., etc. Also pictures and magazine articles on almost every food product grown in California. These pictures are taken from the circulars of development companies, the catalogues of nursery men, local magazines and papers and farmers' bulletins. When I see mention in the press of a citrus fair, an apple show, or a poultry exhibit, I write for "literature" and often get very interesting data.

I have sometimes been asked if the illustrative materials that we have in our domestic science laboratories was really used, and if it were worth the trouble it took to collect it. I think that it is worth while in the added interest that it lends to the domestic science work. Our teachers select specimens that have a bearing on the day's lesson, and place them where they can be seen. The girls look at them when they come into the room, and the privilege of leaving their places and going to the specimen cabinet is an incentive in the regular work.

Often when we correlate domestic science with oral composition, the girls are called upon to describe a picture or explain a series of specimens. From the way in which they acquit themselves, I feel that they have an intelligent interest in the matter.

Our museums have also another educational use, for they show to our visitors as well as to our pupils that domestic science means much more than merely cooking.

CALIFORNIA SCHOOL OF ARTS AND CRAFTS

THE Arts and Crafts movement in the public schools has had a tremendous development during the past few years. The demand for trained teachers to carry on the work in drawing and industrial lines is greatly in excess of the supply. The California School of Arts and Crafts at Berkeley is forging rapidly to the front. Not only as a training school for teachers, but for young men and women who desire a knowledge and appreciation of the arts for their cultural value and for those who wish to prepare for practical work in the shop or studio, this school is gaining a name.

The promoters of the California School of Arts and Crafts, Frederick H. Meyer, the Director, and Mrs. Meyer, have, with the assistance of a trained corps of teachers, developed here a type of school that is unique. In this institution they have broken away from tradition. The atmosphere of the school gives one the feeling of breadth and sweep and untrammelled possibilities. There are classes in freehand drawing including perspective, light and shade, pen and ink and still life; water color and oil painting; pose drawing, charcoal and drawing from life. Nor is the mechanical feature overlooked as instrumental and geometrical drawing and architectural elements have adequate attention. On the constructive side there are excellent opportunities to work out problems in wood, metal, leather, textiles, and the more specialized phase of jewelry making. Clay modeling and pottery and carving are thoroughly taught. The history of art and art appreciation are handled in a modern manner.

Throughout, the design of the art department is applied in both decoration and construction. Whether in lettering for art or advertising purposes; in making the poster, in constructing the piece of furniture or the pottery vase or the bit of jewelry, or in binding and illuminating the book cover, the technique in construction is always foundationed upon good design, and the working out of this design to fit the particular material in hand.

The added impetus recently given the industrial and art subjects should turn many teachers toward this school, where they can secure instruction along the most modern lines. The work is thorough and genuine, and the Coast is fortunate in possessing such a school.

ARTHUR H. CHAMBERLAIN.

THE RETIREMENT SALARY ACT

NOTE: The State Board of Education, sitting as a Retirement Salary Fund Board at Sacramento during the week of November 11, discussed at length and decided the various uncertain points in the so-called Teachers' Pension Law. Following is the circular issued by this Board:

PUBLIC SCHOOL TEACHERS' RETIREMENT SALARY FUND BOARD

To the Public School Teachers of California:

The people of the State of California, through the legislature and governor thereof, have passed and approved "An Act to provide for the payment of retirement salaries to public school teachers of this state; creating a public school teachers' retirement salary fund; providing for the administration of such fund; and making an appropriation for the uses of such fund."

Under the provisions of this Act, the State Board of Education is constituted the "Public School Teachers' Retirement Salary Fund Board," and upon it is laid the duty of executing the provisions of this Act.

The provisions of the Act, page 22 of School Law, should be familiar to every public school teacher in California.

It is, therefore, the purpose of this circular, to supplement the provisions of the Act by an announcement of the rulings of the governing board upon those points which, by the provisions of the Act, are left to its decision, and to outline the necessary steps by which the provisions of this Act shall become effective.

This Act takes cognizance of four classes of teachers who may now, or at some future date, qualify under its provisions:

(a) Public School Teachers who have already rendered thirty years' service, at least half in California, and are qualified under Section 13 of this Act; or who have rendered a minimum of fifteen years' service in California, and are qualified under Section 14 of this Act.

With this class, the matter resolves itself into a question of legal proof, and compliance with the provisions of this Act and the rules laid down by this board under the authority of Section 11.

(b) All teachers employed in the public schools of California on June 16, 1913, and who shall signify their intention to be bound by and avail themselves of the benefits of this Act, under the provisions of Section 17.

Teachers of this class must file, before January 1, 1914, written notification with the Superintendent of Public Instruction and with the superintendent of schools of the county, city, or county and city combined, in which they are in service, as provided in Section 17.

Blanks will be provided by the Superintendents for this purpose.

The matter is optional with teachers of this class.

(c) Such teachers as have been, or may hereafter be, elected or appointed subsequent to June 16, 1913, to teach in the public schools of this state.

The matter is compulsory with teachers of this class.

The monthly payment provided by Section 5 of this Act becomes operative, in this class, with the first month of service.

(d) All teachers heretofore retired after thirty years' service, under the provisions of the Act of the legislature of the State of California, approved March 26th, 1895, entitled "An Act to create and administer a public school teachers' annuity retirement fund in the several counties and cities of the state," and Acts amendatory thereto.

Teachers of this class become automatically entitled to the maximum retirement salary.

All teachers, who by reason of incapacity due to bodily or mental infirmity, shall have retired under the aforesaid Act approved March 26, 1895, and Acts amendatory thereof, after fifteen years' service, shall receive, upon taking effect of this Act and during the period of disability, an annual retirement salary which shall be the same fraction of the maximum retirement salary of five hundred dollars, as said teacher's time of service is of thirty years. See Section 14.

The method of adjustment of the monetary consideration required by the state, incident to the immediate retirement of teachers of class (a), or the future retirement of teachers of class (b) and class (c), is fully set forth in Section 6 of this Act.

Teachers of class (b) and class (c) are, by the provisions of this Act, subject to a monthly deduction of one dollar from their salary warrants, for each and every school month served.

Each and every monthly school salary warrant in favor of teachers of these classes will be stamped across its face by the county or city superintendent "Deduct one dollar from this warrant for Public School Teachers' Permanent Fund"; and the treasurer of the county, or city and county, shall, in cashing such warrants, make deduction in accordance therewith.

Sections 13 and 14 of this Act prescribe the conditions under which public school teachers may become eligible for retirement upon an annual retirement salary, either under the thirty-year service rule, or under the fifteen-year minimum service rule, subject to the provisions of Sections 15 and 16 relative to certification, leaves of absence, etc.

In counting actual experience for the purposes of this Act, this board has established, by resolution, that for qualification under the thirty-year service rule.

"A minimum of one hundred and eighty (180) school months of service, rendered in thirty (30) separate school years, shall be construed as in accordance with the intent of this Act; and that a minimum of ninety (90) school months of service rendered in fifteen separate school years, shall be construed as in accordance with the intent of this Act for retirement under the fifteen-year minimum service provision; provided, that no school year in which less than six school months have been served, shall apply under the provisions of this resolution."

By virtue of the authority conferred upon it by Section 11, this board further rules as follows:

For the purposes of this Act, the term "public schools" shall be construed as including day and evening elementary and secondary schools, public kindergarten and state normal schools. Service as teacher in any Federal school, Indian school, or private school can not be included in experience counted toward retirement.

Applications for retirement salaries under the provisions of this Act shall be made in writing, and shall be filed with the secretary of the Public School Teachers' Retirement Salary Fund Board at Sacramento.

All such applications shall be made upon blanks provided by this board for this purpose, which may be obtained from all county and city superintendents of schools.

All applications must be accompanied by legal proof of the necessary facts involved.

The following will be required as legal proofs of terms of service under the provisions of this Act:

1. The applicant shall file with his (or her) application to the Public School Teachers' Retirement Salary Fund Board an affidavit setting forth in detail the dates and places of school service for the required period of thirty separate school years and a minimum of 180 months of actual teaching or other educational work covered by the provisions of this Act.

2. This affidavit shall be supplemented by certificates of the county superintendent of schools, clerk of school board, or other official authorized to employ teachers or pay their salaries, or by a certified copy of the official records setting forth the fact that the teacher was actually employed for the periods and in the places claimed in the application. Record of having been granted a life diploma will not be accepted as sufficient evidence of teaching experience.

3. If any applicant, after diligent effort, is unable to qualify under the provisions of paragraph 2 requiring certificates of service from official sources, other legal evidence may be considered by the board at its discretion.

4. The same general rule regarding method of application and submission of evidence as outlined in the foregoing sections shall apply to teachers who may seek to take advantage of the provisions of Section 14 of this Act, providing for retirement for disability after a teaching service of fifteen years or more but less than thirty years; provided, further, that satisfactory evidence shall be required of the teacher or school authorities to substantiate the claim of physical or mental incapacity.

5. It is evidently the intent and purpose of this Act to exclude from the benefits thereof those teachers who had retired from service in the public schools two years prior to the approval of this Act. If, then, a retired teacher returns to the service, not in good faith, but with the sole purpose of applying for the retirement salary, the Board believes such action would be a violation of the spirit of the Act and will not look with favor upon the same. The Board believes, however, that the law should be amended by the next legislature, by striking out the two years proviso, in Section 13 of this Act.

The State of California has seen fit to honor signally its public school teachers, and to recognize the value of their services in a way not accorded to any other profession or occupation.

The very close and vital relationship between the efficiency of our schools and the quality of our citizenship is acknowledged by the state; and this act secures to the teachers the enjoyment of the monetary fruits of their service after that service shall have ceased.

This Act adds dignity and stability to the teaching profession, and places the members of that profession on a par with the nation's defenders.

It carries with it a very definite responsibility.

Upon the appreciation and hearty support of the teachers of California depend the success and popularity of this innovation.

Every teacher now serving in the public schools of California owes it to the State to signify a willingness to come under the provisions of this Act.

As a business proposition, it is most attractive. The retirement salary provided is equivalent to the interest on \$10,000 for life. This is secured by insignificant monthly payments, aggregating not to exceed \$360. No form of insurance or annuity can compare in economy or generosity with the benefits offered by the state under the provisions of this Act.

There is a moral obligation of support and co-operation incumbent upon every teacher of California to meet their state half way, and elect to abide by the provisions of and receive the benefits of this Act.

The answer to the state's recognition and generous offer rests with the teachers of the state.

TEACHERS' APPLICATION BLANK

We believe that the response will be immediate and well nigh unanimous.

By order of the Board.

W. H. LANGDON, President.
EDWARD HYATT, Secretary.

TEACHERS' APPLICATION BLANK

Form of notice of intention to be signed and filed by teachers:
Original Form No. 1

.....
(Town or City)
....., California,
(County)
....., 1913.
(Date)

TO THE PUBLIC SCHOOL TEACHERS' RETIREMENT SALARY
FUND BOARD:

You are hereby notified that I agree to be bound by the provisions, and desire to avail myself of the benefits of the act of the Legislature of the State of California, approved June sixteenth, nineteen hundred and thirteen, entitled, "An Act to provide for the payment of retirement salaries for public school teachers of this State; creating a public school teachers' retirement salary fund, and also a public school teachers' permanent fund; providing for the distribution of such funds, and making appropriations for the uses of such funds.

Signed.

Sign and deliver this notice (personally or by U. S. mail) to the Superintendent of Public Instruction, Sacramento, California, on or before January 1, 1914.

NOTE: This form is in duplicate and triplicate to be returned to the county and city superintendents respectively.

The laying of the corner stone of the Los Angeles State Normal School occurred on Nov. 18. The chairman, Hon. George I. Cochran of the Board of Trustees, introduced in turn President J. F. Mills-paugh of the school; Frank A. Bouelle, who spoke on behalf of the Alumni; Miss May Chrisney, representing the student body; Dr. E. P. Cubberley of Stanford, who gave the address of the day, and Hon. Richard Melrose, President Board of Trustees. The invocation was pronounced by Dean E. A. Healy of the University of Southern California and music was furnished by Normal School students. The foundation ode was written by Dr. T. A. Howe of the faculty.

CALIFORNIA TEACHERS' ASSOCIATION: NORTHERN SECTION

G. VERNON BENNETT
Principal Gridley High School

THE annual convention of the Northern Section of the California Teachers' Association met this year at Oroville, Butte County, on the four days ending October 31. Misgivings as to the foothill city's ability to accommodate all of the eight hundred teachers were put to flight by the way in which its good people rose to the occasion. A committee of indefatigables headed by the supremely indefatigable Mrs. Abrams, despatched the crowds of new arrivals to their quarters as the traditional sun melts the traditional snow. The one hotel of Oroville with its many annexes disposed of several hundred. No complaints were heard—or uttered. Nor would there have been any even if the accommodations had been bad, for the crowd was a satisfied, happy gathering of not over-fastidious teachers let loose for a week's recreation.

THE CONVENTION HALL

Some months ago Oroville held a small World's Fair, and for the purpose erected a stately building on the banks of the turbulent Feather River just as that gold-bearing stream emerges from the vine-clad foothills into the fertile plains of Butte County. The seating capacity of this so-called pavilion is unknown, but eight hundred teachers found room enough for their meetings on the ground floor alone, while representatives of the book companies had ample space in the balconies for the display of their wares.

THE PRESIDENT'S ANNUAL ADDRESS

Unintentionally the program presented somewhat of an anti-climax, for the best came first. President Allison Ware in the annual address was exceedingly happy and inspiring, breathing the very breath of life into the convention. He gave the keynote to the work of teaching in Northern California in the general topic of this annual meeting: The Wider Service of the Public Schools. He touched on all the big movements of the present-day educational renaissance, evaluated the convention's social, inspirational and useful purpose, refrained from the customary lambasting of critics, but instead pointed out the value of self-examination and constructive criticism. All reforms are criticisms

of past methods. He insisted upon education's being for everybody, young and old, normal and defective. The best conservation is the conservation of boys and girls. He struck a responsive chord in that big audience when he declared that the time will come and ought to come soon when the legislature will empower high school principals to admit to technical and many other courses boys and girls of fifteen years or over irrespective of whether they had completed the eight grammar school grades. "Boys of promise must not be kept from the feast by having to leap certain educational hurdles, while 'curled' babes without appreciation are forced to feed."

THE BEST THING IN EDUCATION

Dr. Preston W. Search, grey, aquiline, towering in black broadcloth, inspired the audience with a message, with the stories of "Little Emily" and the "Holy Terror." Many children come to us daily from homes that we should know something about. We do not understand the child's actions until we have a knowledge of the background and the causes of those actions. On the other hand Dr. Search showed how easy it is to reach even the terrors of our schools by sympathy and appreciation. Pupils can be reached by us through something they like to do. They must be given a purpose, a rudder, a North Star. The greatest thing in teaching is Inspiration.

MR. HYATT AND THE RURAL TEACHER

State Superintendent Hyatt's paper was read very effectively by Mrs. Hyatt, who, though she disclaimed any part in its preparation, entered thoroughly into the spirit of the "Opportunity of the Rural Teacher." The writer's humor took away the sting of his keen wit, and made the lesson wholesome and readily appreciated. He sympathized (?) with the rural teacher in her difficulties—early rising, big horses, pinch-penny patrons, unresponsive children, no social whirl; but offered the balm of opportunities for physical development, no fretting, fresh air, plenty of milk, broader outlook on life. There is no superintendent to work off his pet theories on the teacher, no principal to boss her. She is the boss. He gave an exceedingly interesting picture of an ideal rural school teacher who ran her school and her district, sent her graduates to high school, and became an inspiration and adviser of her pupils for the rest of their lives.

MUSIC AND FACES

Oroville schools and Oroville women furnished the convention with splendid music, the trio of women's voices making an especial "hit." Ninety grade children in chorus sang several selections, Miss Mattie Elliott, the director, deserving great credit for her work in training them. The programs were well interspersed with solos and other musical selections appropriate to the occasion. Many familiar faces were seen in the throng; some of those were A. H. Chamberlain, editor and author; E. Morris Cox, President of the Council, State Teachers' Association; Commissioner Filcher of Sacramento, representing the Panama Exposition; Harr Wagner, editor *Western Journal of Education*; Mr. Stearns of the Fiske Teachers' Agency, and Messrs. Van Liew, Rice and Beers of the various book companies.

BASEBALL

The Butte County men teachers challenged any county to a baseball game; the challenge was accepted by Glenn County. The game, an exceedingly fast and hard-fought struggle for the survival of the fittest, was lost and won to the tune of 6 to 4, but the reporter, being from Butte County, would not disclose which side was the victor.

THE RECEPTION

To describe the reception and dance given by the teachers and people of Oroville to the teachers on Tuesday night would be impossible. Suffice it to say that Major A. F. Jones, Secretary Oroville Board of Education, gave a hearty address of welcome to which President Ware responded for the association. The Chico Normal School Orchestra furnished music and more than two hundred couples enjoyed the dance. "Bright the lights shone o'er fair women and brave men." Everybody went home, tired and satisfied.

THE ELEMENTARY SECTION

On Wednesday and Thursday separate sections were held in the forenoon. In the Elementary Section, Mrs. O'Neill in the chair, Dr. H. G. Lull spoke of the "Secret of the Successful Language Teacher." Modern education looks to the future, cares very little for the past. The speaker devoted his time to a discussion of plans for interesting children and getting them to express their interest in oral composition, written composition and motion.

Prof. C. A. Stebbins' practical talk on Hygiene and Health explained many difficulties the teacher has with pupils as due to ill health of the latter. He proposed that pupils keep a score-card and grade themselves daily on healthful acts performed and on maintenance of health. The school can also help in promoting the health and sanitation of the community.

Mrs. J. B. Hughes of Oroville held the audience to her last word as she showed the relation of real art to school and to life. Her talk on beautifying the school and the home was illuminating. She showed many pictures to make clear her points.

On the following day Mrs. Clara McQuade proposed the question of how much grammar should be taught in the elementary schools and answered it by taking a middle position adapting the amount to the absolute needs for learning how to speak and write correctly. Supt. S. M. Chaney discussed her thesis. This sectional meeting was closed by Dr. Search's relation of an "Experiment in Education."

HIGH SCHOOL SECTION

In the High School Section, Mr. Whitmayer in the chair, Principal J. B. Hughes of the Oroville High School described the plan used in his school of making the high school a social center. Half-day sessions are held for the regular class work, while the afternoons are devoted to musical, literary and other social features.

Principal G. V. Bennett of the Gridley High School, proposed several plans for Promoting Debating in the High Schools, among which were (1) the reorganization of the Northern California Athletic League, so as to give debate an equal chance with athletics; (2) the establishing of a one-judge system for judging debates, the judge to give his reasons for his decision; (3) the promotion of most court trials, and (4) the establishment of a magazine of debate to circulate among the schools of the state.

Principal H. O. Williams of Sacramento discussed Vocational Education in Secondary Schools. He thought such training should begin with the seventh grade—the first year of the Intermediate High School. Mr. Williams' idea is that all studies have their vocational side, even the so-called cultural courses. He defined culture as a good preparation to do one's part of the work of the world and a

broad sympathy with other men's work. Principal Ward of Red Bluff told how his boys have built a manual training shop.

Dr. H. G. Lull on Industrial Education advised the making of the social branches the central core of the school courses, the connecting of education with the homely duties of life, the specialization of a household service course, the making of all persons specialists and experts in some line. He cautioned against formalizing industrial courses of study.

Miss Bertha Davis' paper on "Algebra and Geometry as Preparation for Life" provoked great interest. She had sent out inquiries to 60 successful men as to what these courses had done for them. Fourteen had found them of some service, forty of no service whatever. Moreover, she showed that the formal discipline required did not help in solution of problems of life not mathematical. Principal J. C. Ray of Marysville agreed with Miss Davis, saying that the only excuse for requiring Algebra and Geometry is tradition.

Dr. Search talked learnedly of the culture of past ages and believed we should not neglect this side of our education.

In the business meeting a committee to work out problems of debate was elected, to consist of G. V. Bennett, chairman, Messrs. Childress of Willows, Kibby of Red Bluff, H. O. Williams of Sacramento and Hyman of Woodland. Principal J. C. Ray of Marysville was unanimously elected chairman of the High School Section.

SCHOOL PROBLEMS

In the General Sessions of Wednesday afternoon Dr. Search spoke on Differences in Children and Dr. Lull on the Problem of Our Expanding School. Dr. Search said that all great qualities are in embryo in every individual. Something never comes out of nothing—
anent heredity. This embryonic genius should be seized by the teacher and developed. Dr. Lull said that correlation and concentration do not solve our problems. Elimination and the minimums are now before the curriculum-makers.

ELECTION OF OFFICERS

In the business meeting of the General Association officers for the ensuing year were elected as follows: Mrs. Minnie Abrams, President; Ralph Camper of Williams Grammar School, Vice-President; Ralph W. Camper of Chico, Secretary; J. D. Sweeney, Treasurer;

Representatives in Council, Allison Ware, C. C. Hughes and Paul G. Ward. Red Bluff was selected as the next place of meeting.

TWO LIVE WIRES FROM THE BAY

Thursday afternoon's session contained two addresses long to be remembered by the teachers of Northern California. The first was that of President Frederic Burk of the San Francisco Normal, who discussed "The Remedy for Lock-step Schooling." After pointing out the fact that under our present system of school grades, 30 to 50% of children fail to live up to our 8-year plan, he proceeded to describe the method his institution is working out. There they have not a fixed but an elastic lesson, no text book in the old sense, no class instructor but a manager, no oral recitation. The children work under the charge of the teacher, but the teacher does not assist them. Promotion is made by subject. Dr. Burk says this plan may be put into operation in the rural schools immediately.

Prof. Thos. H. Reed of the Dept. of Political Science of the University of California aroused the assembly by his eloquent and soul-stirring address on the work of teachers in the political world. The teachers have the opportunity of moulding the political ideals of the youth. This is an age of collective or social activity, and no one now liveth unto himself. Now is the opportune time to bring about clean, efficient government.

Mrs. Mary Coolidge discussed Liberation and Life. Children leave school at the age of romance and adventure. Feed that fire in school and they will stay.

PROGRESS REPORTS

Friday morning the last session was held. Several superintendents reported great progress in their fields of work: Miss Fish, Tehama County Superintendent, reported a unique plan of promotion into the high school; Mrs. Abrams, Butte County Superintendent, reported progress in buildings; Mrs. Henshall, Yolo County Superintendent, reported progress in the establishment of the county library system; Prof. Stebbins of the Chico Normal reported the work of his extension department; Principal Freeman reported the change of the Preston School of Industry from a penal to an educational institution.

Dr. Search outlined what an ideal school is. Training to study is better than training to recite.

RESOLUTIONS

Mr. McKay, chairman of the Committee on Resolutions, reported the following resolutions, which were unanimously adopted: (1) Each graded school to become a part of some high school district; (2) the high school should be permitted to give any kind of course needed by the people; (3) the principal of a high school should be authorized to admit any pupil capable of doing the work in the course he desires to take; (4) minimum standards should be worked out; (5) promotion should be on the year's work, not by examination; (6) examination by county boards should be abolished; (7) county superintendents should be appointed by a board as are city superintendents; (8) confidence is felt in the new State Board.

JOINT COUNTY INSTITUTE, PHOENIX, ARIZONA

FREDERICK GORDON WAIDE

THE Joint County Institute held at Phoenix during Fair Week was a success from every point of view. Everybody was enthusiastic and appeared to get a new lease on school life. Sessions morning and evening for four days were by some thought too strenuous. Nearly one thousand teachers were present, coming from all the counties except Pima, Yavapai, and Greenlee. Supt. Riggins of Maricopa County deserves great praise for the admirable way in which the program was carried out. The speakers were men of national note and each had a timely message to bring. Dr. Charles H. Keyes, as might be expected from the nature of his position as head of the Skidmore School of Arts, is thoroughly imbued with the idea of the value to the boy and girl of training along vocational lines, but he is one of the very few such men who see that vocational training is not the only or the best road to true education and wisdom. The doctor is quite outspoken also in his opinions as to what constitutes good teachers and who is the worthy teacher.

The dean of editors of educational journals and of institute men, Dr. E. A. Winship of Boston, contributed a number of thoughtful

and inspiring addresses. His experiences have been so broad and so varied, his interests so encyclopædic, that he carries his hearers with him on any subject he chooses. He can be a whole institute in himself. He gave many of us a new grasp on our work as students and teachers. The addresses of Dr. J. C. Muerman of the Department of Education, Washington, D. C., were of special interest to the teachers, as so many of them came from rural schools. The doctor's subjects showed the increasing needs and demands made in rural schools.

Other speakers at the institute were Principal Blome of the Flagstaff Normal and Principal A. J. Matthews of the State Normal at Tempe. A short address on the value to and necessity of the teachers supporting the SIERRA EDUCATIONAL NEWS was made by the editor for Arizona, Dr. F. G. Waide of the Tempe Normal. Much interest was shown in this enterprise and while it will take time to build up a demand for a journal in a community where the teaching population is so migratory and scattered, the idea of an educational publication for Arizona has taken root. During the week classes in pencil drawing were conducted by Miss Cordelia McClain of the Phoenix schools. The class room was crowded and much interest was shown by the teachers in this work.

SCHOOL WOMEN'S DAY AND LUNCHEON

Resolutions adopted at the recent meeting:

- (1) The State Federation of School Women's Clubs to take part in the social as well as the professional aspects of the Educational Department of the Panama-Pacific Exposition, and details and methods made subjects of discussion by the different clubs.
- (2) The children of the public schools should not be exploited for purposes of educational display during the Exposition year.
- (3) In the interest of the conservation of youth, the formation of a state-wide non-sectarian welfare movement is endorsed, which shall be a permanent organization similar in force and effect to the Travelers' Aid.

(4) The school as a civic and social center to be considered at the next meeting of the Federation with a view to definite action and to devise means for the arousing and educating of public sentiment on the subject.

(5) No class in the public schools should exceed in number forty pupils.

(6) The Oregon plan of credits for home industry endorsed.

(7) That efficiency, experience, and personality be considered in assigning administrative and other positions, and compensation to be on the same basis irrespective of sex.

(8) Governor Johnson, members of the Legislature, especially Messrs. Ryan and Boynton, and Attorney Matthew J. Sullivan thanked for their part in making possible the enactment of a Pension Law for teachers.

Committees were appointed as follows:

On Constitution and By-Laws—Miss Agnes Howe, Chairman; Mrs. M. M. Fitz Gerald, Mrs. K. E. Brogan, Miss Jessie Williamson, Miss Nellie C. Sullivan.

On "Worth-while Lectures"—Miss E. M. Bonney, Stockton, Chairman; Miss Ellen M. Patton, Miss Louise F. Bray, Miss Lucy F. Adams, Miss Adella Gay, Miss Edna Findley.

To Co-operate with Chairman of Education, Federation Women's Clubs—Mrs. Mary W. George, Chairman; Miss Beatrice Wilmans, Miss Elizabeth McFadden, Mrs. Alice P. McLeod.

On Headquarters, California Host Building—Miss Agnes Regan, Chairman; Miss Alice Rose Power, Miss Katharine M. Ball, Miss E. V. Hall, Miss Zimie Kidder, Miss Sarah J. Jones.

On Resolutions for Annual Meeting, December, 1913, Hotel Oakland—Miss Pauline Hart, Chairman; Miss Margaret C. Burke, Miss Lyda A. Carroll, Miss Elsie M. Schoun, Miss Ruth Royce, Miss B. D. Lottman, Miss B. J. Barrows.

General Committee on Travelers' Aid (each member to appoint from her Club two associates)—Miss S. Maude Greene, Mrs. Nettie I. Gaines, Miss Eleanor M. Smith, Miss Edith Ayer, Miss Lulu V. Morgan, Miss Hattie H. Jacobs, Miss Janet Wade.

THE PORTLAND SCHOOL SURVEY

IN our issue for last April, under the heading "Another Survey," we announced that Portland, Oregon, had decided to institute a school inquiry and make a survey of its school system. In that issue we laid down certain principles which we felt the survey must follow to be of value, and in particular we held that a school survey should be related to the economic and social needs of the community surveyed.

Shortly after the April number went to press we were informed that Professor Ellwood P. Cubberley of Stanford University had been selected as director of this survey. He was given complete authority to outline the survey, select his associates, and direct their work. On his recommendation the following school experts were appointed to assist him:

Dr. Frank E. Spaulding, Superintendent of Schools, Newton, Massachusetts, selected to examine into the courses and methods of instruction; Superintendent J. H. Francis, of the Los Angeles schools, selected to examine into the vocational and special education offered by the city; Dr. Edward C. Elliott, Professor of Education in the University of Wisconsin, to assist in the examination of the business work, with special reference to attendance, census and reports; Dr. F. B. Dresslar, Professor of Education in the Peabody College for Teachers at Nashville, selected to examine the present school plan, with reference to construction and sanitation; Dr. Lewis M. Terman of Stanford University, selected to examine into the health supervision, physical training, and education of defectives; and Mr. W. R. Tanner, a graduate student at Stanford, who served as statistical clerk to the director of the survey.

Professor Cubberley began the work in April, and closed the field work the first of June. The printed report, a volume of 340 pages, has just come to hand. We note with satisfaction that this school survey has been carried out along what we consider logical lines. This report sets a new pace in the school survey work, and is by far the most intelligent and satisfactory which has so far been made in this country. The report, in fact, is one of the best text books available on city school administration.

After the formal report of the school survey committee, which was a body of five citizens appointed to select the experts and look after the

finances of the work, and the letter of transmittal from the director, the report itself follows, and is divided into four main parts:

Part one deals with organization and administration. The legal organization of the Portland school district; the administrative organization of the board, and the offices; the system of school supervision, as instituted by the board, the superintendents, and principals; the selection and tenure of teachers for the district; and the salaries paid the teachers within the district, compared with other western cities, are all examined in a series of five chapters. These were written by Professor Cubberley.

The second part deals with the instructional needs of the city of Portland, in a series of six chapters. The social and economic position of the city is first set forth, and then the educational needs of such a city are presented. From these two chapters one sees what a rich, progressive, American-type of city Portland is, and the chapter setting forth the educational needs of such a city outlines an excellent type of school system, such as we might expect to find in such a city. Following these two chapters comes one setting forth the present system of elementary and secondary instruction as it exists, and showing the mechanical nature of the instruction and the deadening effect of the system of school administration heretofore in vogue. This is followed by a chapter outlining an educational program, adapted to the educational needs of Portland, and the program here outlined is one of commendable soundness and good sense. Following these chapters come two others, the first dealing with the present offering of the school district in the vocational studies, and the second outlining and describing desirable changes and additions in the vocational studies and schools, which will be necessary to adapt the work of the Portland schools better to the needs of the children there. The first two chapters of this part are the work of the director of the survey; the second two of Superintendent Spaulding; and the third two of Superintendent Francis.

The third part of the survey report is entitled Buildings and Health, and contains three chapters. The first is by the director of the survey, and deals with the buildings and sites of the city of Portland. As one reads this chapter one is impressed with the difficulties with which a large and rapidly growing city has to contend in financing its material equipment. The second chapter, by Dr. Dresslar, deals with

the present school plant, and offers many suggestions to the Board of School Directors with reference to the construction of new buildings, and the renovation and repair and care of the present buildings. The third chapter of this part is by Dr. Terman, and deals with the medical inspection, physical training, and hygiene teaching of the Portland school system; outlines the need of many additions to this work; and points out the need of a number of special classes for defective children.

The fourth part of the report is entitled Records, Reports and Costs. The first two chapters, dealing with the attendance and census, and records and reports, are by Professor Elliott, and the third chapter, dealing with the costs of the present Portland school system, is by the director of the survey. The first two deal with the business organization and methods of recording and reporting; the last points out to the people of Portland the very low relative cost for maintaining their schools.

As a final summary of conclusions and suggestions the report gives, in the form of an appendix, a suggested reorganization law for the Portland school district, by which it would be changed from the rank of a country school-district to that of a metropolitan school-district, and be given large independent powers, and in accordance with the best principles of city school administration.

The report is interesting reading. The summaries at the end of each chapter present in a number of clear statements the conditions found, and the needs. The diagrams and illustrations add much to the concreteness of the report, as do the many comparative statistical tables.

At the Bay Section, C. T. A., the general sessions will be held in Ye Liberty Theater, Oakland. Monday P. M., Dec. 29, Miss Mae E. Schreiber of Boston will speak on "Books and Deeds," and Dr. M. V. O'Shea of the University of Wisconsin on "The Meaning of Human Development." Tuesday P. M. Prof. O'Shea will have for his topic "Education for Efficiency." "Geographic Influences in the Development of California" will be handled by Prof. James F. Chamberlain, State Normal, Los Angeles. Wednesday A. M., Supt. L. R. Alderman of Portland, Ore., is programmed for the topic "Putting the Grease Where the Squeak Is," and Miss Schreiber will discuss "Motion Pictures in the School Room."

OUR NEW BUSINESS MANAGER

MR. DAVID LEVER, the new Business Manager of the SIERRA EDUCATIONAL NEWS, and whose photograph appears on the page opposite, comes to us at a time when an additional man of ability and experience is demanded. The development in matters educational throughout the country, the growth in the teaching body in California, the making of the NEWS the official organ in Arizona and the likelihood of other states to follow, the enlarged subscription list, both in California and throughout the West and countrywide, the increased opportunities for local and national advertising—all call for efficiency and effectiveness in our work.

Mr. Lever is at present the Managing Editor of the *Inter-Mountain Educator*, the official journal of the Montana educational interests. His connection with the Missoula High School in the department of English, and in charge of public speaking, gives him intimate touch with the school and its interests. He is a graduate of the Boys' High School of Brooklyn and of the Colgate University. His 2½ years in the Missoula High School were foundationed by work as newspaper reporter at Oneonta, N. Y., as city editor of the *Courier*, at Grant's Pass, and as advertising man on the *Oregon Journal*, Portland.

As student and teacher Mr. Lever has developed marked ability. In the field of journalism his writing is sane and sound and he never fails to hold the attention of the reader. He has large business capacity. Mr. Lever took hold of the *Inter-Mountain Educator*, when it was in a hopeless condition, and by his aggressive methods made it a publication that has put Montana on the educational map. Mr. Lever's work has drawn the attention of our best educational journalists. Everywhere in Montana he is held in the highest esteem and leaders there learn with regret of his leaving. His association with advertisers and business men has been of the most satisfactory kind.

The Pacific Coast with its freedom and untrammelled outlook stands facing the sun in its educational development. Better trained teachers, more common sense text books, more modern and adequately equipped school buildings, and courses of study that meet the needs and demands of a forward looking people are called for. Opportunity there is for an educational journal that shall be more and more a vital element in our advance. We welcome Mr. Lever to a great work.



DAVID LEVER

MOTOR POWER ADDRESSOR

IT has been evident for some months that, with the great growth of the subscription list of the SIERRA EDUCATIONAL NEWS, a more economic and efficient system of addressing must be provided. At the cost of several hundred dollars there has been installed for our exclusive use a Montague Addressor with motor power attachment. This machine is the type best adapted to our special needs.

A metal plate contains the name and address of each NEWS reader. These address plates, filed alphabetically or by district, county or city, are fed to the machine automatically. After the impression is made upon the wrapper, envelope or card, they are conveyed to their original position in the filing drawer. The machine is equipped with a device that permits the operator to take as many impressions of a given plate as desired, before passing on to the next. Any plate may be passed without taking an impression.

The electric motor permits the operator to attain a speed of 3,000 to 4,000 addresses per hour. The equipment is so simplified that it can be manipulated with ease. Compactly built, it occupies little office room and the filing devices are attractive and sanitary.

This new motor power addressing machine will accomplish in a few hours what with more labored means requires several days. It obviates the possibility of error in registering a name. With several thousand addresses to be printed each month, mistakes have occurred in the past. It not infrequently happens that a NEWS reader changes residence without advising our office. Unless such advice is sent by the reader or the postmaster, the NEWS will continue to go to the wrong address. Magazines are not forwarded as are letters. Frequently the new address is not known to the postmaster. Many a supposed member of the California Teachers' Association, indignant at the non-receipt of the NEWS, finds he has failed to take out membership in the organization for the current year. Only as dues are paid to the secretary of the local section, California Teachers' Association, and the names sent to the SIERRA EDUCATIONAL NEWS are individuals placed or retained upon the mailing lists.

Read the statement appearing each month on the Contents page of the NEWS. Our new and modern equipment will handle the business properly if we have your co-operation.

Gleanings

The National Superintendents' Convention will be held at Richmond, Va., Feb. 26 to 29.

The article by Mr. Chas. H. Thurber entitled "What About Books" appearing in the Sept. 13th issue of the *Outlook*, has attracted much attention and has been commented on favorably by educational journals and the press generally throughout the country. Mr. Thurber brings out clearly the fact that nowhere in the world are there such good text books as in the United States. This article will repay careful reading.

The newly appointed Trustees of the State Normal School for Humboldt County have accepted the offer of a site given by the city of Arcata. Supt. N. B. Van Matre of the Eureka Schools has been appointed Dean at a salary of \$3,200.

The question, What education is of most worth? is admirably answered by Principal Stabler of the Phoenix High School, in the school catalogue which has just come from the press. It reads thus, "an education that prepares for complete citizenship, successful business, and a personal culture that fits one to take one's place in society and to extract happiness and contentment from one's surroundings."

The Southern Section, C. T. A., meeting in Los Angeles December 17-19, will be participated in by the various counties of Southern California. The early days of the week will be used by each county superintendent in holding county institutes, and while there is no compulsion as to teachers attending the greater meeting in Los Angeles there is every indication that most of the teachers will attend. Among the speakers at the Southern Section will be Dr. M. V. O'Shea of University of Wisconsin, Dr. John Henry Gray, University of Minnesota, Miss Mae Schreiber, Boston, Supt. L. R. Alderman of Portland, Ore., and Supt. E. E. Meeks of Boise, Idaho.

The headquarters hotel is the Alexandria. It is situated within a stone's throw of the Auditorium, the general meeting place, and has perfect appointments and facilities for social gatherings. Reservations should be made early.

At the third annual meeting of the Teachers of English, held at Chicago Nov. 27 to 29, California was represented by Miss Emma J. Breck of the Oakland High School, who spoke upon the topic "Public Speaking in High School in Relation to the English Courses."

The *Hawaiian Educational Review*, now nearing the close of its first volume, has demonstrated its right to exist. We congratulate the editors and promoters in putting out so sensible an educational journal.

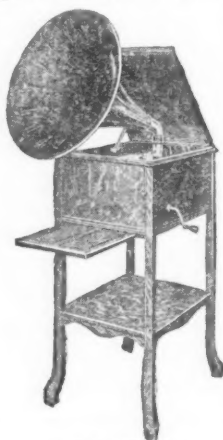
Miss Florence Boggs, Supt. of Schools, Stanislaus County, held the annual institute at Modesto, Nov. 24-26. An attractive and valuable program included the names of Profs. Lewis M. Terman of Stanford, O. J. Kern and Benjamin Kurtz, University of California, Miss Alice Orne Hunt, Alameda City Schools, A. B. Anderson, San Francisco State Normal, Judge Frank J. Murasky of the Juvenile Court, San Francisco,



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Mr. Sydney Bovington of the Modesto City Schools and other local speakers. There were general sessions and sections for high school, grammar and primary departments. An excellent program of music was furnished for the several meetings. Miss Boggs' institutes are always successful.

The City of Lyons, France, has inaugurated an International Urban Exhibition to be held May 1-14, 1914. This exhibition will emphasize the most modern conceptions in education.

Governor Hiram W. Johnson declared November 24th as "Serra Day." On this day the schools were closed in honor of Father Junipero Serra, the founder of the California missions. Large numbers of people journeyed to Monterey to honor the memory of Junipero Serra.

The Remington Notes, Vol. 3, No. 4, an attractive pamphlet, contains an article upon the Panama-Paradox. This is an interesting story of the great engineering feat. It is attractively written and there are some excellent illustrations. The Remington Typewriter Company will be glad to furnish those interested with a copy.

The San Francisco Association of Teachers' Clubs gave a reception to the teachers of the city on the afternoon of Saturday, the 22d of November, at the Palace Hotel. Members of the Board of Education and others were present. The affair was in charge of Prin. W. H. de Bell of the Fairmont School, who is president of the program committee. Mrs. K. E. Brogan was the head of the reception committee and the affair was declared a success from every point of view.

State Librarian J. L. Gillis announces the establishment in January, 1914, of the California State Library School. This school will meet the demand for librarians and assistants who have had the benefit of technical training and experience.

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National Education Association, St. Paul, July 4-11.

Supt. William M. Davidson, who went from Omaha to Washington, D. C., has been offered the superintendency of the schools at Pittsburg, at a salary of \$9,000. Dr. Davidson has done great work in Washington. No city in the United States offers, under the right conditions, such opportunities for developing a great educational system as does Washington. The congress of the United States was short-sighted in not increasing the salary of Supt. Davidson.

In Ventura County, Supt. Reynolds held his first series of local institutes the first week in November. The lecturer was Dr. Preston W. Search, the meetings taking place at Fillmore, Santa Paula, Nordhoff, Ventura, Oxnard and Moorpark.

We would advise all teachers who have to do with the subject of Geography to investigate the "Opto" Industrial Collections. These are of great value in making geography teaching real and in emphasizing the industrial feature. These collections are truly educational and not playthings. The Scientific Supply Company, 1401 Central National Bank Bldg., St. Louis, Mo., will furnish information.

Recently in Pasadena the high school students discontinued their work at noon and returned to the school for an evening session where all of the regular classes of the day were put on. The townspeople were in attendance in large numbers and were not only shown through the various recitation rooms and shops but listened to the ordinary recitations in all departments and laboratories. There were regular assembly exercises, the serving of a cafeteria lunch and a general examination of the school with students acting as guides.

Governor Hiram W. Johnson of California has appointed a Country Life Commission composed of Dean Thomas F. Hunt, University of California; Rufus R. Wilson, Eureka; A. L. Scott, San Francisco; Wm. F. Chandler, Fresno; L. B. Smith, San Luis Obispo; Mrs. Marshall K. Holt, San Francisco, and Wm. E. Brown, Los Angeles. The commission will serve without compensation.

A trustees' meeting of Kings County was called by the Superintendent, Mrs. N. E. Davidson, for Nov. 29th. Sessions were held forenoon and afternoon. The speaker was Arthur H. Chamberlain, who took for his topics "Trustee and Teacher in Double Harness" and "Socializing the Rural School."

Says Pres. Arthur H. Wilde of the University of Arizona in his Hints on School Administration: "Have a budget. Know to a dollar what your receipts will be for the operation of the schools. Make sure of the exact amount, get this down, and keep within it, that the district may not have a debt of this year to pay next year, and thus reduce the resources of that year. Debts are easy to make, hard to unmake."

Rural Arithmetic

By JOHN E. CALFEE

Professor of Mathematics, Normal Department,
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It reduces abstract thinking to a minimum.

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The problems are real and practical, taken from everyday farm life. A partial list of the important subjects treated is Rapid Addition, Decimals, Interest, Lumber Measure, Log Measure, Land Measure, Liquid Measure, Mill Problems, Feed Problems, Meat Problems, Dairy Problems, Soil Erosion, Cost of Growing Crops, Idleness and Carelessness, Educated Labor, Health and Sanitation, Fertilizers, Cost of Bad Roads, etc.

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Say you saw it in the Sierra Educational News

Jas. A. Barr, Chief of the Dept. of Education, Panama-Pacific, is in Washington, D. C., in the interests of proposed educational exhibits for the Exposition. It is to be hoped that he will secure the co-operation of the Federal Government in the matter of appropriations. Mr. Barr will spend some time in various portions of the East before his return.

Mr. L. E. Armstrong, formerly editor of the *SIERRA EDUCATIONAL NEWS* and now connected with the American Book Co. in Los Angeles, has just returned from the Philippine Islands and has been called to the New York office for consultation. Mr. Armstrong is doing excellent work.

No school should be without the *National Geographic Magazine*. Its articles, written by the best authorities in the country upon geography, travel, manners and customs of people, and the like, will bring new life into the grades and high school. The article on The Non-Christian Peoples of the Philippine Islands by Dean C. Worcester in the November issue and illustrated in colors, should be read by many teachers.

The annual trustees' meeting was held by Supt. Jas. B. Davidson of Marin County, the last Saturday in November. There were several speakers, including Hon. Job Wood Jr. Attendance was good and interest manifested throughout.

The Bay Section, C. T. A., with headquarters at the Hotel Oakland, in Oakland, will meet the week of Dec. 29. President George Frick and Secretary A. J. Cloud have prepared a splendid program. The speakers for the general sessions will be Dr. M. V. O'Shea, University of Wisconsin, Miss Mae Schreiber of Boston, Prof. James F. Chamberlain, Los Angeles State Normal School, and Supt. L. R. Alderman of Portland, Oregon. General sessions will be held at Ye Liberty Theater. The Hotel Oakland as headquarters will meet every possible requirement. Early application for reservation should be made.

Dr. Richard G. Boone of the University of California has, on alternate Fridays, delivered a series of lectures at the Preston School of Industry at Ione. The subjects were: 1. The Industrial Motive as a Principle in Education. 2. Vitalizing Humanistic Studies. 3. Socializing the People. The officers, attendants, and teachers of the school and teachers and citizens of the neighborhood were invited. The boys of the institution attended the last lecture.

In a recent number of the *Portland Oregonian* Mr. E. F. Carleton, Assistant Superintendent of the Schools of Oregon, contributes an article on the value of the Children's Fair. The students' industrial exposition and the credit system for home work are attracting attention.

On Dec. 11th, at the Hotel St. Francis in San Francisco, was held the alumni reception of the University of California in honor of Mrs. Phoebe A. Hearst.

The November bulletin of the Los Angeles City Teachers' Club announces a rich calendar of lectures for November and December.

Some New High School Books that are proving popular in California

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A book which gives the greatest promise of success. Makes a new organization of the material; lays the emphasis on the life of the people; and carries out in detail the recommendations of the National Committees of Seven and Five.

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The coming series in California.

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An easy, interesting narrative, which deals with student life and travel in Germany and is intended for beginning classes. The vocabulary consists of 1000 words of everyday use.

Coleman's A Text-Book of Physics..... 1.25

The most interesting available text for high school students. Used by many schools in California.

Arey, Bryant, Clendenin and Morrey's Physiography..... 1.25

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In Tulare County Supt. Buckman held his first local institute in October at Porterville. Over 80 teachers attended. Among the speakers was Prof. O. J. Kern, University of California. Other local speakers took part and the meeting was pronounced a great success.

In Los Angeles the new Boyle Heights Intermediate High School, almost ready for occupancy, is a model in every way. Its 62 classrooms and auditorium built at a cost of \$350,000 offers a suggestion in the matter of modern intermediate high school building.

Under no conditions permit the common drinking cup. If you have no town water supply, and so no sanitary drinking fountains in the schools, insist on each pupil having his own drinking cup just as much as his own books. Many an epidemic starts in the schools.—Univ. of Arizona Bulletin for September.

At the recent meeting in Washington, D. C., of the National Association of State Universities, President Thomas F. Kane of the University of Washington, was elected President; President Benjamin Ide Wheeler of the University of California, Vice-President, and Guy Potter Benton, President of the University of Vermont, Secretary-Treasurer.

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will not be complete, nor will your pupils get the most value from it without a good Encyclopedia. The only work especially designed for school use in the common grades is the

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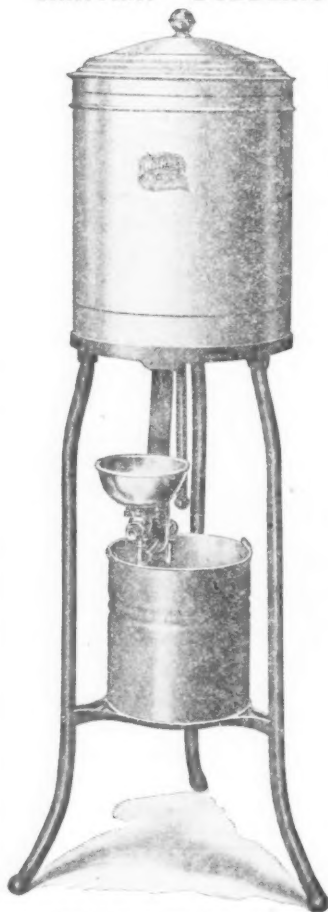
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Bulletin No. 6 of the Chico State Normal School, by C. K. Studley, Supervisor of Geography in that institution, is adapted for the fifth and sixth grades and is a manual for teachers. Part 1 is devoted to Home Geography; Part 2, The Earth as a Whole. The topical treatment is excellent, the illustrations suggestive and the book list very helpful. For teachers the inclusion of the manual covering Parts 1 and 2 will help them in their work.

The 1915 Club held its November meeting on the 18th in the Oakland Y. M. C. A. The subject presented by Mr. F. S. Nolder was "Social Reclamation of Delinquents."

On Nov. 12th Madam Schumann-Heink tendered a concert program to the children of the public schools of San Francisco. The honorary chairman of the day was Mrs. Bertha Marguerite Rice. Mayor Jas. Rolph of San Francisco headed the committee of arrangements together with the Board of Education of San Francisco. Miss Estelle Carpenter, supervisor of music of the San Francisco schools, directed the children. Madam Schumann-Heink was accompanied by Mrs. Katherine Hoffman. Remarks were made by Pres. A. A. D'Ancona, and President C. C. Moore of the Panama-Pacific. One of the features of the occasion was the remarkable singing of the children without any rehearsal whatever.

The Mohawk Valley and Lake Ontario, by Edward Payson Morton, published by McMinn & Gear, is another book in the Great Lake Series. While written in story form, there is a deal of history in its pages. It may be used as supplementary in the grades or for regular reading work. There are a number of maps and diagrams that are of particular interest and there are notes and questions at the close of the various sections.

Supt. H. M. Rebok of Santa Monica has issued to the City Teachers a circular reprinting portions of an article upon Positive versus Negative Teaching, by Edwin Hall Pierce. Such articles as these are of value and Supt. Rebok has struck a suggestive note.

The formal opening of the "Children's Book Shop" in Homecroft Hall, 2008 Calumet Ave., Chicago, occurred on Nov. 18th. This is the headquarters for Chicago of the Boy Scouts of America. The city sales-room of the Children's Book Shop is unique and in it there are nearly 1,000 different books relating particularly to children and children's work. Pictures, statuary and books on art and decorative materials are in evidence.

The collection of Child Songs by Otis M. Carrington of Redwood City is attracting much attention. These songs are favorites not only of the grammar grade children of Redwood City but wherever they are used. They comprise "The Wind," "The Rain," "The Frog," "By-Low," "Cock-a-doo-dle-doo," "Choo-choo-choo"; are attractively bound and sell at thirty cents and may be used in the kindergarten, primary school or



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home. They are published by Myers & Carrington, Redwood City. Mr. Carrington's operetta in two acts, "Windmills of Holland," same publishers, and selling at \$1.00, is especially suitable for high schools. It has been enthusiastically received wherever given. The music is attractive, the scene laid in Holland with seven principal characters. The chorus work in unison is so simplified as not to tax the young people.

Alameda held its third annual Children's Pets Exhibition on November 21st and 22d. The exhibition was in charge of a committee of prominent citizens headed by Dr. Frederick W. D'Evelyn, working in co-operation with the school department. The exhibition afforded opportunity for children to observe typical wild and domestic animals of California, many of which the children have never seen. The aim of the committee having charge was best expressed in its motto, "A child without a pet is like a flower without the sunshine." There were several hundred entries and these included a surprising variety of animals.

In the Oct. 18th issue of the California Alumni Weekly is an excellent review of the life and work of Prof. William Carey Jones, Historian of the University and Director of the School of Jurisprudence. Prof. Jones has done much for the public schools of California.

Mr. Edward Heyman Pfeiffer, recently connected with the California Society for Exceptional Children, has accepted the Assistant Secretaryship of the Recreation League, San Francisco.

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The U. S. Government has given permission for the operating of an automobile service between El Portal Hotel and the Yosemite National Park, a distance of some 14 miles. This provides for properly handling the travel that readily reaches El Portal by rail. Heretofore stages were the only means of conveyance the last part of the journey. The modern service to be inaugurated will materially increase travel. The roads are being improved and put in excellent shape. As the valley is now open in the winter for visitors this daily auto service will be highly appreciated. A visit to the valley when snow is on the ground and when winter sports are possible, will repay those who make it.

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The articles that have been running for some time past in the *River Rambler* of Tehama County, upon California's Romantic Past and written by J. D. Sweeney of Red Bluff, could be read with profit by every teacher in the State and by boys and girls in the grammar and high schools. Mr. Sweeney has done much investigating and this series of articles brings out many interesting matters connected with the history of this State with which most people are unfamiliar.

The L. L. Poates Engraving Company, 22 N. Williams St., New York, has issued an attractive booklet entitled, "Poates Wax Engraving Superiority." This publication illustrates clearly the process of wax engraving as applied to maps, charts and diagrams, mechanical and scientific illustrations, commercial headings and ruled forms. For any technical drafting work, machine parts, curves and the like, the system is very superior. In the matter of maps the process brings out in clear relief every detail whether in a physical or political sense. For lettering, headings, architectural work or book illustrations, this wax engraving process has decided advantages.

The following has been received from Mrs. Cordelia Hayes Dolan, County Supt. of Mono County:

Mrs. Cordelia Hayes Dolan wishes to thank the City and County Superintendents and other friends attending the Shasta Convention for the beautiful loving cup presented to herself and baby daughter. The gifts will be cherished always for their beauty, but more especially for the kind spirit which prompted the donors to honor the mother and baby so highly. Mr. Selden Smith's interest in promoting the affair is also greatly appreciated.

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UNCLE SAM'S STAR ROUTE, a romance of a rural mail route and the new parcel post of Michigan's "Iron Country" and its southern sand-hills, of the glorious farmlands to the south and west of Lake Michigan, and of love, politics and personal efficiency everywhere. By Betsey Ross, with illustrations by H. Oliver Bodine. The Twentieth Century Publishing Co., pp. 228.

This book is unique and attractive. The several chapters are a series of "confessions" written in characteristic vein and with the setting in each instance in some favorite resort of the author. These confessions begin at Paradise, Room 2, and are written subsequently from The Hammock at Wayside, Under the Eaves of the House that Jack Built, at the Quarry Club, It Matters not Where, and other interesting points. The confessions are given in most readable story form but underneath and clothed in simple language, there is a deal of philosophy and good common sense that will make its impression upon the mind of the reader whether child or grown up. The make-up of the book is particularly attractive with its excellent paper, wide margins, and spacing between paragraphs. Numerous full page illustrations are scattered through. The photographs are in tones of brown and are pasted. The outside cover is illuminated in red and gold. If this is a fair forecast of the books to come from this press, the new firm is to be congratulated.

DRAWING MADE EASY. By Chas. Lederer, Founder Lederer School of Drawing, Author of the Junior Cartoonist. Capital Supply Co., pp. 352, price \$1.25.

The author has here given in concise form with full explanatory text, and illustrations by himself, chapters on elementary phases of drawing including clay modeling, paper cutting and folding, story telling and picture making. The student is carried from the simple forms through action drawing, figure drawing, cartooning, light and shade, charcoal and perspective; and elementary work in geometrical drawing together with a study of lettering, ornament, pen and ink, and mechanical and working drawing. The sketches throughout are interesting and helpful, the directions for teachers suggestive and the color plates at the close of value.

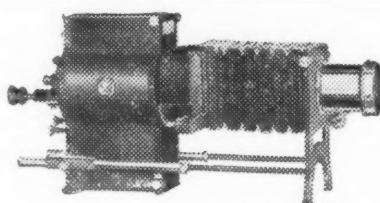
THE MAGNOLIA PRIMER. By Eulalie Osgood Grover, Author of the Sunbonnet Babies, etc. Silver, Burdett Co., pp. 128.

In common with all of this author's books, the present volume is extremely attractive and will make its appeal to the children. The quality of the paper and general make-up of the book are noticeable and with several full page photographs and other excellent small pictures, showing life and action, much is added to the attractiveness of the stories.

A HISTORY OF THE UNITED STATES. By Henry Eldridge Bourne and Elbert Jay Benton, Profs. of History in Western Reserve Univ. D. C. Heath & Co., pp. 534 plus 61, price \$1.00.

This book follows the introductory American History by these same authors. The present book is intended primarily for the 7th and 8th

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school years, and is based upon the recommendations of the committee of eight. Economic and social problems are given prominence and military operations are minimized. The pictures have a marked teaching value.

THE ESSENTIALS OF COMMERCIAL LAW. By Wallace Whigham, Prof. of Common Law, Hamilton College of Law, Chicago. The Gregg Pub. Co., pp. 392, price \$1.00.

Presents in understandable language, those elements of law which should be understood by all. Each chapter or section is a complete unit for study and instruction. Instead of abstract discussions, summaries and brief, concise statements are included and the book is adapted to extended courses or short terms. These two books are valuable contributions.

COMMERCIAL ARITHMETIC, Presenting the Best Usage in Modern Business Practice. By Wm. R. Will, for 32 years Principal of the Mathematical Department of Sadler's Bryant and Stratton Business College. The Gregg Publishing Co., pp. 299, price \$1.00.

This is a modern treatment of the problem of the arithmetic needed in actual life today. All detailed and unnecessary matter is eliminated and many of the short cuts and practical forms used in business are included.

SHELTER AND CLOTHING, A Textbook of the Household Arts, by Helen Kinne, Prof. of Household Arts Education, and Anna M. Cooley, Asst. Prof. of Household Arts Education, Teachers' College, Columbia Univ. The Macmillan Company, pp. 377, price \$1.10.

The name of the authors is alone sufficient to warrant this book having an extended reading. In this day of the advance of the household arts, there is much need for a brief and at the same time intensive study of the subjects of shelter and clothing, which have so much to do with man in relation to his environment. The home is treated in all its phases, decoration, furnishing, ventilation, etc. Cotton, flax, silk, wool, are traced from the raw materials through all stages to the finished product. The making of clothing, history of costume, the hygiene of dress and millinery are given adequate treatment. The book is fully illustrated with half tones and line drawings.

THE PRINCIPLES OF ADVERTISING ARRANGEMENT. By Frank Alvah Parsons, Pres. of the N. Y. School of Applied Art. The Prang Company, pp. 127, price \$2.00.

Mr. Parsons is eminently qualified to present the subject he has chosen. He has brought together the artistic and commercial in such form as to make an exceedingly valuable contribution. All who have to do with advertising should give full study to this book, as the treatment of emphasis and the proper filling of space is excellent. The proper use of decoration and ornament, the psychology of color, movement, balance, and related shapes are all graphically shown. The plates are clear and bring out the subject matter of the text. The book will find place in the school room as well as upon the office desk.

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IRON AND STEEL, Their Production and Manufacture. By Christopher Hood. COTTON, from the Raw Material to the Finished Product. By R. J. Peak. WOOL. By J. A. Hunter. Isaac Pitman & Sons.

These books in the Pitman's Common Commodities of Commerce Series, follow out the idea as put forward in the previous books of the series, Silk, Rubber, Tea, Coffee and Oil. In common with these, Cotton, Wool and Iron are written by experts and are well illustrated. They put before the general reader or the student, matters which should be of common knowledge, but upon which there is altogether too little authentic information available. In the study of economic problems, and commercial and industrial geography these books will prove of great value.

OUR PRESIDENTS AND THEIR OFFICE. By Wm. Estabrook Chancellor, Author of the United States, etc., with Introduction by Champ Clark, Speaker of the House of Representatives. The Neale Publishing Co., pp. 601, price \$3.00.

Few students or men of affairs, well informed though they be, have any adequate knowledge of the real meaning of the presidency of the United States, the details of his office, or the powers conferred upon him. In this book these matters are made clear. The history of political parties, the constitutional powers, the cabinet units, organization and work, precede the valuable chapters on our chief executive from Presidents Washington to Taft. The book will be used in the library, the home and school.

THE DRAFTING ROOM SERIES. By Frederick H. Evans, Asst. Prof. Manual Arts, Bradley Poly. Institute. The Manual Arts Press. Part 1, Reading Machine Drawing, price 75 cents; part 2, Machine Drafting, price \$1.25; part 3, Interference of Moving Parts and Tooth Gears, 90 cents; series complete, \$2.00. Part 1, adapted primarily for those who desire to learn to read working drawings; part 2 teaches the making of machine drawings; the more advanced treatment of part 3 treats of cams, gears, etc.

The pamphlets accompanying the cards are well written and clearly illustrated. The cards are standard size for filing, 5 by 8 inches, and bring out clearly the most minute machine parts. Altogether the set will prove exceedingly helpful, both in the regular class room and in special shop courses.

VOCATION AND LEARNING. By Hugo Munsterberg, Harvard University. The People's University, pp. 289.

In common with all of Prof. Munsterberg's books, this one is meaty throughout. In it he treats in every-day language, so that it makes its appeal not only to the student but to the general reader, the fundamental facts that are basic in choosing a vocation, the preparation for a vocation, the chief types of vocation, such as the engineer, farmer, business man, domestic worker, lawyer and politician, secretary, librarian, writer, architect. Personal dispositions, talents and general studies are fully treated.



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AMERICAN POEMS, 1625-1892, Selected and Edited with Illustrative and Explanatory Notes and a Bibliography. By Walter G. Bronson, Prof. of English Literature, Brown University. Univ. of Chicago Press, pp. 669, price \$1.50.

Prof. Bronson has brought together in this book a collection of poems that in many regards is unique. The verses of our early American times are little known by the average reader. As the chronological order is preserved the student can readily see the evolution of literary work in this line from early days to the present time. The New England poets are given much attention and the various war periods well represented. The notes at the back of the book are so written to be of real use to the student.

AN ELEMENTARY PSYCHOLOGY. By D. E. Phillips, Head Dept. of Psychology and Education, University of Denver. Ginn & Co., pp. 352.

This book offers suggestions for the interpretation of human life. It discusses conduct and gives particular attention to habit, instinct and feelings. The relation of psychology to evolution is stressed together with an excellent treatment of heredity and environment. The chapter on social psychology is very helpful and that upon psychology in literature, music and art rather unusual and suggestive.

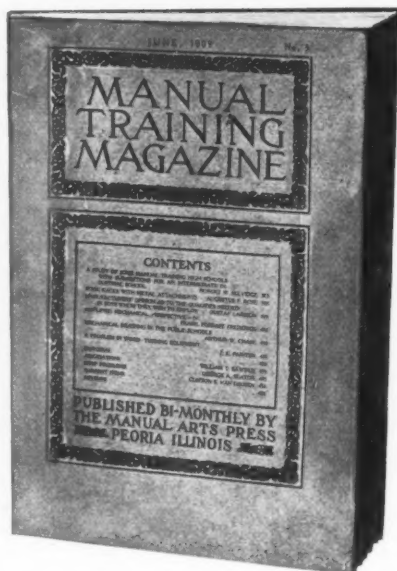
LITTLE DRAMAS FOR PRIMARY GRADES. By Ada Maria Skinner, St. Agatha School, New York City, and Lillian Nixson Lawrence. American Book Company, pp. 176.

Dramatization in the primary school is receiving more and more attention. This little book goes far toward meeting the need for suitable material to place before young children. It will find its place in the first and second school years. It is simply written and will appeal strongly to the interests and dramatic instinct of the children. There are included such well known stories as Bunny Rabbit, the Fox and the Crow, Lady Moon, Southwest Wind's Visit to Gluck and other standard bits from literature. The illustrations in the book are of great interest and teaching value.

REPRESENTATIVE CITIES OF THE UNITED STATES. By Caroline W. Hotchkiss. Houghton, Mifflin Co., pp. 212, price 65 cents.

The author of Representative Cities has written a book that will be a valuable help in the study of the geography of the United States. The book is as entertaining as well as an instructive one for children in the higher grades and it contains much that is of value to older readers. Pupils are shown the importance of physical conditions in determining the location and the development of cities, and the wonderful achievements of man in making use of or in overcoming environment are clearly presented. A considerable number of illustrations and several maps add to the value of the volume.

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TWILIGHT TOWN. By Mary Frances Blaisdell, Author of *Boy Blue* and *His Friends*, etc. Little, Brown & Co., pp. 173, price 40 cents.

The stories in this book are written by one who knows well how to talk to children. They include the Tin Soldier, Jack o'Lantern Joe, the Circus Parade, the Fourth of July, and like interesting subjects. A noticeable feature of this little volume is the length of these stories and they hold the attention to the last. There are some half dozen full pages of beautiful color prints, and a number of pictures in black and white.

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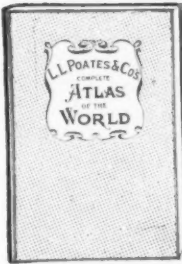
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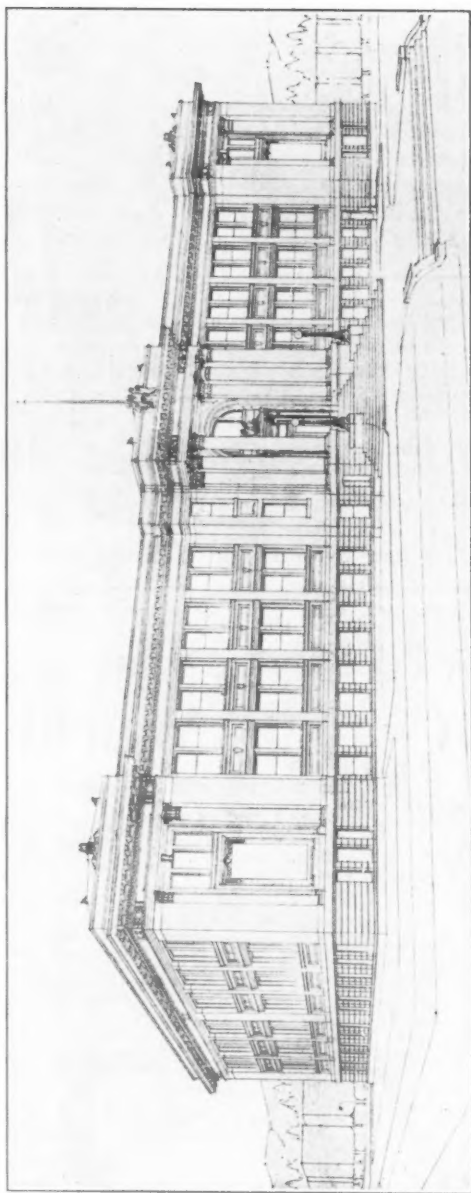
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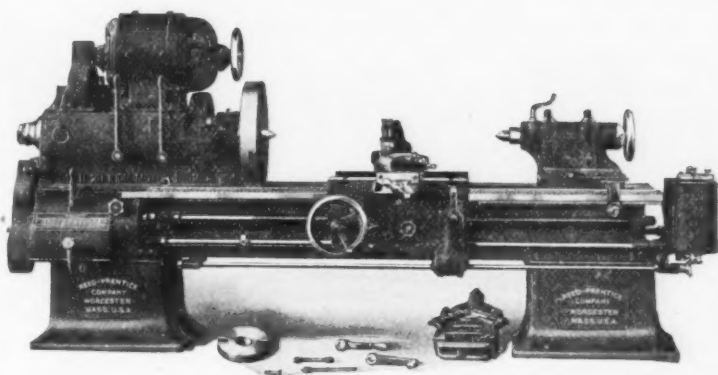
The Board of Education of Eureka has just made the selection of an Architect.

After interviewing and carefully inspecting the work of a number of well known Architects, all of whom are Experts on School Architecture, they awarded the work of designing and superintending the construction of their beautiful new building to Mr. W. H. Weeks, 75 Post Street, San Francisco.

When completed this building will be the handsomest, most up-to-date and most fully equipped High School in the State.

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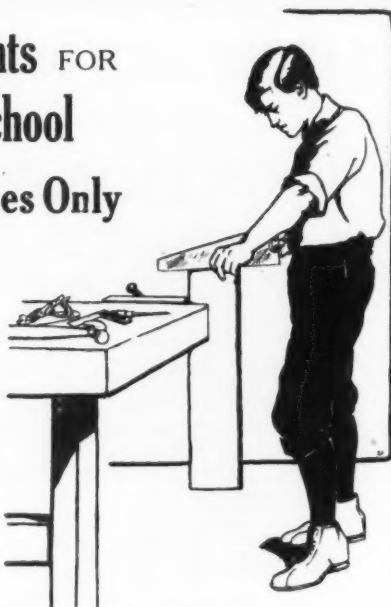
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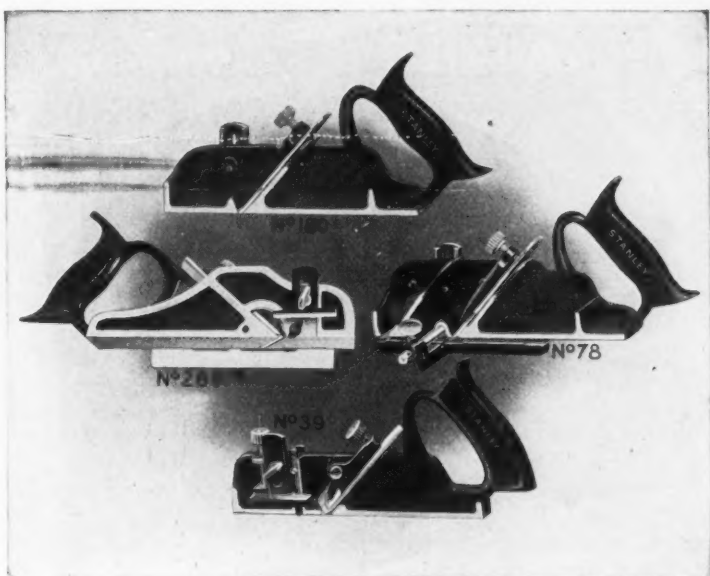
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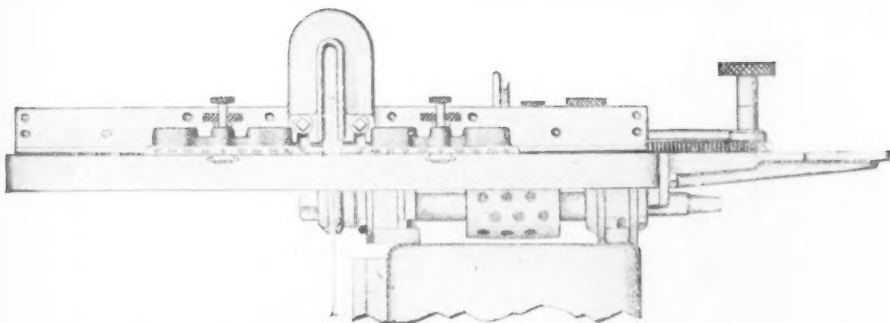
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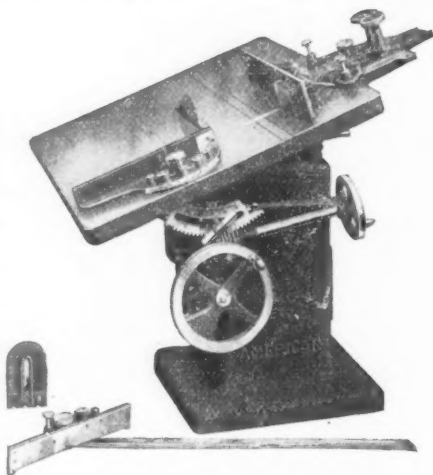
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